

## MT GALLANT ELEMENTARY

4664 Mt. Gallant Road  
Rock Hill, South Carolina 29732

**GRADES** K-5 Elementary School

**ENROLLMENT** 527 Students

**PRINCIPAL** Chris Beard 803-981-1360

**SUPERINTENDENT** Dr. Randy Bridges 803-981-1000

**BOARD CHAIR** Mr. Bob Norwood 803-981-1000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
25	31	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Excellent	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes

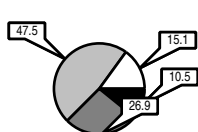
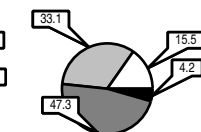
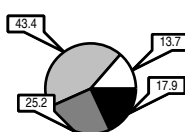
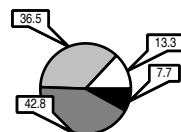
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	254	100.0	15.1	33.2	47.5	4.2	61.8	Yes	Yes
<b>Gender</b>									
Male	128	100.0	18.5	37.0	39.5	5.0	56.3		
Female	126	100.0	11.8	29.4	55.5	3.4	67.2		
<b>Racial/Ethnic Group</b>									
White	176	100.0	8.8	31.8	53.5	5.9	70.0	Yes	Yes
African-American	63	100.0	32.7	38.2	29.1	0.0	38.2	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	12.5	37.5	50.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	206	100.0	7.8	32.8	54.7	4.7	70.3		
Disabled	48	100.0	45.7	34.8	17.4	2.2	26.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	254	100.0	15.1	33.2	47.5	4.2	61.8		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	14.5	32.9	48.3	4.3	62.8		
<b>Socio-Economic Status</b>									
Subsidized meals	91	100.0	29.1	34.2	34.2	2.5	43.0	Yes	Yes
Full-pay meals	163	100.0	8.2	32.7	54.1	5.0	71.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	254	100.0	15.1	47.5	26.9	10.5	57.6	Yes	Yes
<b>Gender</b>									
Male	128	100.0	14.3	52.9	22.7	10.1	48.7		
Female	126	100.0	16.0	42.0	31.1	10.9	66.4		
<b>Racial/Ethnic Group</b>									
White	176	100.0	9.4	43.5	35.3	11.8	69.4	Yes	Yes
African-American	63	100.0	32.7	60.0	3.6	3.6	20.0	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	12.5	62.5	25.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	206	100.0	9.4	45.3	32.8	12.5	68.8		
Disabled	48	100.0	39.1	56.5	2.2	2.2	10.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	254	100.0	15.1	47.5	26.9	10.5	57.6		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	15.0	47.0	27.4	10.7	58.1		
<b>Socio-Economic Status</b>									
Subsidized meals	91	100.0	29.1	53.2	12.7	5.1	30.4	Yes	Yes
Full-pay meals	163	100.0	8.2	44.7	34.0	13.2	71.1		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	74	100.0	5.9	33.8	52.9	7.4	60.3
	<b>Grade 4</b>	92	98.9	17.6	40.0	42.4	N/A	42.4
	<b>Grade 5</b>	102	100.0	40.2	43.3	16.5	N/A	16.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	76	100.0	13.7	23.3	54.8	8.2	63.0
	<b>Grade 4</b>	82	100.0	14.5	39.5	40.8	5.3	46.1
	<b>Grade 5</b>	96	100.0	15.8	43.2	41.1	N/A	41.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	74	100.0	8.8	52.9	20.6	17.6	38.2
	<b>Grade 4</b>	92	100.0	11.6	48.8	22.1	17.4	39.5
	<b>Grade 5</b>	102	100.0	32.0	38.1	18.6	11.3	29.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	76	100.0	13.7	58.9	23.3	4.1	27.4
	<b>Grade 4</b>	82	100.0	14.5	39.5	30.3	15.8	46.1
	<b>Grade 5</b>	96	100.0	16.8	45.3	26.3	11.6	37.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 527)				
First graders who attended full-day kindergarten	100.0%	N/C	99.7%	100.0%
Retention rate	2.4%	Up from 1.6%	2.0%	2.7%
Attendance rate	96.5%	Up from 96.3%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%		3.2%	3.5%
Eligible for gifted and talented	19.8%	Up from 16.5%	23.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Up from 7.0%	7.4%	8.2%
Older than usual for grade	0.8%	Up from 0.4%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	60.0%	Up from 54.5%	55.3%	51.4%
Continuing contract teachers	91.4%	Up from 90.9%	88.3%	87.5%
Highly qualified teachers**	100.0%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 89.7%	88.6%	86.7%
Teacher attendance rate	95.9%	N/R	95.2%	94.9%
Average teacher salary	\$44,433	Up 0.4%	\$42,302	\$40,760
Prof. development days/teacher	13.2 days	Up from 7.7 days	10.3 days	12.4 days

School				
Principal's years at school	2.5	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.0 to 1	20.0 to 1	18.9 to 1
Prime instructional time	90.6%	N/R	90.8%	90.0%
Dollars spent per pupil*	\$5,292	Down 6.3%	\$5,659	\$6,044
Percent of expenditures for teacher salaries*	75.2%	Up from 72.1%	68.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.6%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.1%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Mt. Gallant Elementary has a history of successes and we strive to build upon each success of the previous years. We realize that education continuously changes and we face these changes with a determination to see our students succeed in our changing world.

We have been blessed with a large support group of parents and community volunteers who log thousands of hours of service to our school each year. The Mount Gallant PTA is always at work in some capacity. In the 2003-2004 school year, our PTA worked diligently to raise funds for new enhancements in our school. Purchases this year include: new science kits for our teachers, additional leveled books for our literacy room, a three-day field trip for fifth grade students, and new carpet and curtains for our stage area. In addition to the financial support our parents provide, during the 2003-2004 school year, over 10,000 volunteer hours were logged by our parents and community volunteers. Our School Improvement Council and PTA work together in seeking the best for our school.

The students at Mount Gallant are exposed to a variety of programs and activities used to help them learn and prepare them for the future. The Accelerated Reader program is used to encourage students to read and we reward our students with special prizes for their efforts. In the 2003-2004 school year, every student in our school reached the bookmark level (10 points) in the AR program. In the 2003-2004 school year, we were privileged to have a Science Coach for our school.

Through her leadership, our teachers have gained much confidence in teaching kit-based science and our students have been exposed to new strategies in science instruction. In an effort to increase the performance of our students on the Palmetto Achievement Challenge Tests (PACT), we established an after school assistance program to assist those students needing special attention. Homework assistance and remediation were provided for those participating students. To assist those students who needed confidence in test-taking abilities, a certified teacher was hired to work with small groups during the school day. Students and parents have made numerous comments about the benefits of this teaching position.

Mount Gallant is an exceptional school due to the efforts of teachers, parents, students, and community members. Our "Red Carpet School" award is evidence of our commitment to be a welcoming school to all who enter our doors. We are a team and know that we must each do our part to see our students reach success. Our motto, "Preparing Our Future - One Child at a Time," is our driving force as we face the challenge of meeting the needs of each individual child.

Chris Beard, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	89	45
Percent satisfied with learning environment	100.0%	97.7%	91.3%
Percent satisfied with social and physical environment	97.1%	97.7%	91.3%
Percent satisfied with home-school relations	100.0%	97.7%	79.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.